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ABSTRACT

A bilingual-bicultural program was conducted in 6 second grade classrooms in 3 Phoenix, Arizona schools to develop and implement a small group process approach to bilingual education. This approach was described in the report, along with the skills required for it. Examples of room environment, grouping procedures, teaching techniques, activities, and necessary materials were given. Classroom floorplans, a bibliography, and a sample checklist were also provided. It was noted that the small group process approach does not guarantee greater student effectiveness and expression, but it does provide the environment and techniques for teaching and practicing new behaviors that ultimately improve group participation and awaken each child to more active participation in the learning process. (PS)

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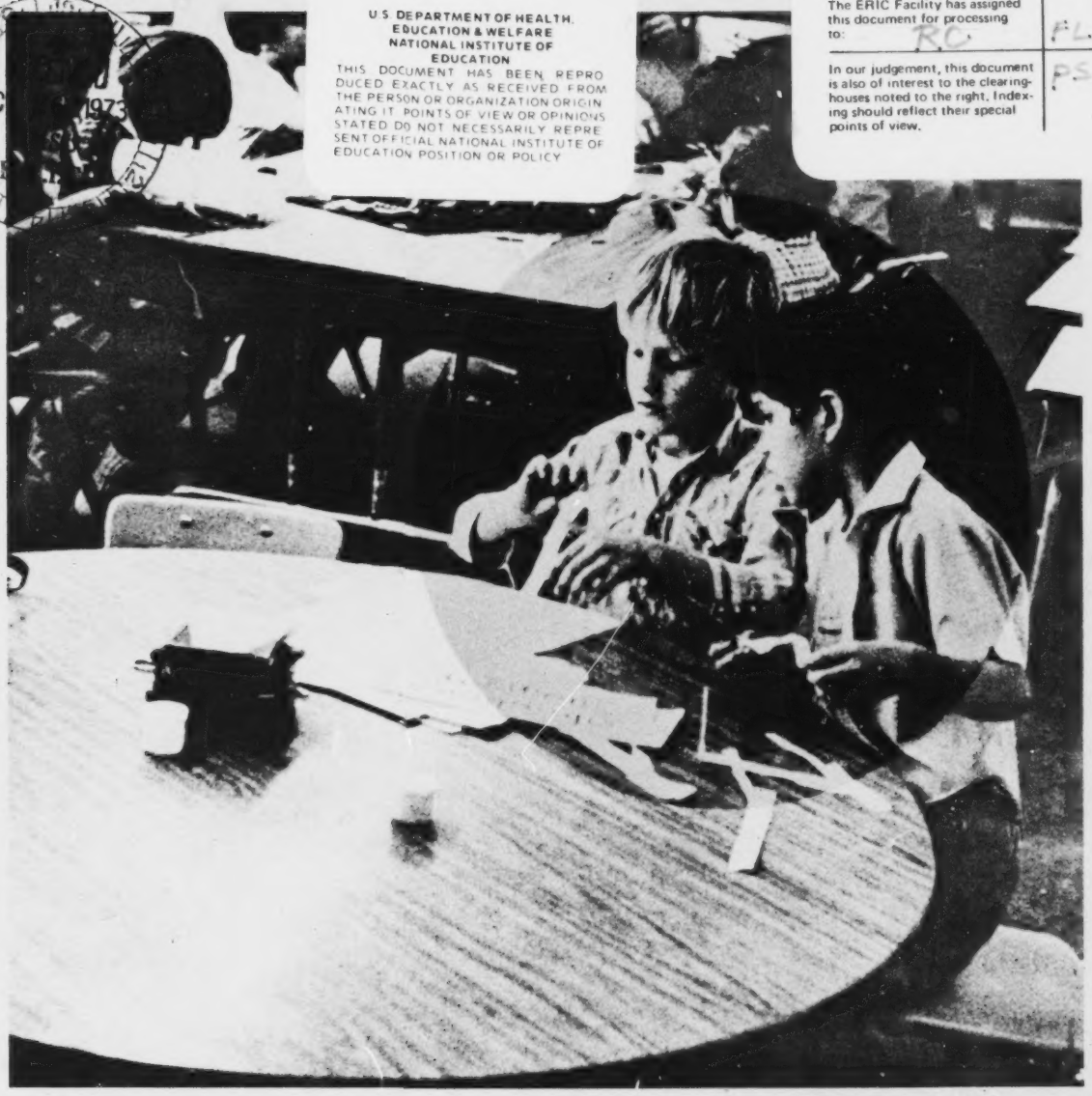

EACH ONE LEARNING

A Small Group Process Manual For Teachers

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EACH ONE LEARNING

A Small Group Process
Manual for Teachers

By

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FOREWORD

During the school year 1970-71, a bilingual-bicultural program was conducted in six second grade classrooms, in three Phoenix, Arizona schools. The objective of this program was to develop and implement a small group process approach to bilingual education.

The rationale for such an approach to bilingual education was derived from observations and studies of natural language learning. An imitation-reinforcement theory of language learning (Mowrer, 1960; Skinner, 1957), which suggests techniques and procedures for teaching a second language to children, provided the theoretical base for this approach. This theoretical base was subsequently utilized in developing a bilingual-bicultural program aimed at stimulating the conditions of natural language learning in the classroom, with the goal of facilitating the children's language development in both Spanish and English.

The natural method of language learning suggests that children learn language easily by hearing the language in their natural environment, accompanying their daily activities. Therefore, children from different language backgrounds, if exposed to one another's language in an environment which encourages and reinforces both languages equally, will learn the second language naturally and easily. To demonstrate this method, certain conditions are necessary.

—environmental and social conditions have to be designed in the classroom, which reproduce as closely as possible the best conditions for natural language learning,

—both languages have to be given equal importance and value,

—situations and activities which expand the children's opportunities for language expression and for hearing oral language have to be provided, and

—both languages have to be modeled in classroom and playground activities and the children's verbalizations in either language have to be positively reinforced.

Utilizing the imitation-reinforcement theoretical base, and the conditions stated, the group process approach to bilingual education was developed and implemented. The objectives of this manual are to

(1) outline the educational model utilized to implement the group process approach to bilingual education, and,

(2) motivate the reader to try this approach by providing a description of the knowledge and skills necessary for implementing it.

PREFACE

The material in this manual was developed during the year 1970-1971 with the support of a grant to the Wilson School District, Phoenix, Arizona from the Bilingual Branch of the United States Office of Education, U.S. Department of Health, Education and Welfare (No. OEG-0-9-12011-3465, Project No. 12-0066). We would like to acknowledge the following persons who have made substantial contributions to the development of this manual: Mrs. Carol Johannsen, Project Director; Mrs. Virginia Aranda, Site Coordinator at Skiff School; Mrs. Cecilia Gonzales, Site Coordinator at Rose Linda School; Miss Tana Smith, Site Coordinator, Rio Vista School.

This manual and others have been prepared for distribution under an extension of the grant to the Wilson School District, Phoenix, Arizona through the courtesy of the Bilingual Branch of the United States Office of Education, U.S. Department of Health, Education and Welfare. Manuscript preparation, editorial work, printing and distribution of this manual was accomplished by the Regional Project Office, San Bernardino County Schools, under grant No. OEG-0-70-3499 (280), Project No. P14-0448-1. Requests for information or copies of this and other manuals should be addressed to the Regional Project Office.

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I

THE GROUP PROCESS APPROACH

Small, heterogeneous grouping has proven to be a most satisfactory grouping approach to bilingual education. Heterogeneous grouping combines varied language ability, ethnic background, sex, and academic skill of children, and affords diverse teaching and learning possibilities. When heterogeneous grouping is coupled with small grouping—five or six students—the combination allows optimal learning to take place. The small, heterogeneous grouping approach facilitates the natural method of language learning by offering the potential for greatest utilization of environmental and social conditions of the classroom.

The advantages of the small, heterogeneous group approach to bilingual education are numerous. The most significant are listed below.

1. Children have more opportunity to learn *group participation skills.*

   In small heterogeneous groups, children may more readily learn and practice the skills of leadership, organization, behavior, management, communication and cooperation. In practice, these skills not only enhance group participation, but more important, they create in the child a self-awakening to the learning process itself. This awakening unencumbers his attitude about learning. These skills, practiced by each group member, require continuous language usage for their execution, which in turn complements the objectives of bilingual education.

2. Children are provided with many opportunities for *peer teaching and modeling.*

   In small heterogeneous groups, children can learn from one another perhaps as much as from any other source. The English-speaking and Spanish-speaking children are combined in each group, which encourages them to teach and learn from one another. The small group, unlike a large group, gives the skilled child the place as helper and the less-skilled child the opportunity to see and hear his peers performing. Thus, the children act as models for each other, socially, academically, and linguistically.

3. Children can learn *self-management skills.*

The small, heterogeneous group allows for and necessitates more independence and responsibility on the part of each child. As each student learns the Group Participation and Leadership skills taught to the groups, the skills influence their self behavior.

4. Children are provided with varied opportunities for *oral language development.*

In small, heterogeneous groups, children may talk freely with peers, discuss problems and ideas, work out problems, and implement the ideas together. The teacher then can design activities which progressively encourage increasingly complex verbal responses from all the children. Thus, the small group provides not only the opportunity for children to learn from each other, but it directly promotes increased language learning and practice.

5. Children have more opportunity to engage in *manipulative and discovery activities.*

In small, heterogeneous groups, all the children can participate fully in learning. Each child engages in manipulatory and discovery activities with concrete materials. Language development results as each child is encouraged and reinforced for verbalizing about his activities and for learning to classify, categorize and solve problems.

6. Children have the opportunity of *learning a second language.*

In small, heterogeneous groups, children have more opportunity to practice listening and speaking. Language learning requires that the language be practiced consistently and intensively. The small group provides the natural language learning setting that is needed to stimulate and increase the practice of oral communication skills.

7. Children can benefit from *individualized instruction.*

In small, heterogeneous groups, children work more independently, which frees the teacher to attend to individual needs more than would be possible in a large group. This situation allows the teacher to talk with individual children more often and in greater depth, affording them another opportunity for progress in language learning.

8. Children are awakened to greater *self-expression.*

In small, heterogeneous groups, the encouragement of children to help and learn from each other decreases negative and increases

positive feelings children have about themselves and their peers. They awaken to the possibilities of their own self-expression and effectiveness. This awakening enhances the children's ability and desire to express themselves through language.

II

SKILLS REQUIRED IN THE SMALL GROUP PROCESS APPROACH

The small group process approach demands a high level of child effectiveness and expression. The demand arises from the nature of the approach, which requires that children spend the major portion of their time in small, autonomous groups without continuous adult supervision.* Since this approach is not practiced in traditional school settings, children who are accustomed to large class instruction will have to learn new skills and behaviors appropriate to small group instruction. The small group process approach helps children develop new behavioral skills which they need for a fuller expression of human effectiveness in group activities. The practice of new behavioral skills, in turn, frees the individual child to awaken to his own potential of self-expression and effectiveness.

The small group process approach does not *guarantee* greater student effectiveness and expression, but it does provide the environment and techniques for teaching and practicing the new behaviors that ultimately improve group participation and awaken each child to more active participation in the learning process. The effective student application of these new behavioral skills is essential to natural language learning in bilingual education which is explained in detail in a manual, *They Help Each Other Learn*, and set of illustrative materials which have been developed by the Regional Project Office (see footnote, page 15).

The new behavioral skills taught to small groups are termed "Group Participation and Leadership Skills". When learned and practiced, they enable small groups (five to six children) to work autonomously from the whole. The skills are taught to the children through training lessons. Each small group training lesson is designed to teach specific behavioral skills necessary for the smooth functioning of a small group. To illustrate, the behaviors to be learned for Lesson I—"Reading and Understanding the Group Instructions" are:

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*The absence of adult supervision in small groups by no means suggests degradation in the teacher's role or a haphazard classroom environment run by children. However, it does suggest a change in the teacher's role from that of solely an imparter of information, to that of a facilitator of learning and an organizer and manager of the learning environment. The teacher's role in the group process approach will be presented in Chapter VI.

A. Instructions will be *read clearly and loudly enough* for all to hear. (This may be done by the appointed leader or he may ask someone else in the group to do this.)

B. The reader of the instruction will *point* to the appropriate place on the instruction chart as he reads.

C. All other group members will *sit quietly* while the instructions are being read and will *look* at the person who is reading.

D. The leader will *ask* if there are any questions about the instructions.

E. The leader and/or group members will *answer questions* and *explain instructions.*

F. If there are no questions about the instructions, the leader will ask a question such as, *"Does everyone understand what to do?"*

The teacher introduces each training lesson by modeling the behaviors to be learned, then gradually encourages each group member, in turn, to model the behaviors through guided practice, and to participate in the activity. Each lesson may be learned in one session or many, depending on the time required to gain full participation by the group members. Each lesson is presented in the same manner.

Teachers who have used the small group training techniques reported that their groups functioned much more effectively following the training. They felt that this training should take place prior to the reorganization of the class and the classroom to accommodate the group process approach.

Through *leadership,* the child realizes such qualities as independence, originality, discrimination.

Through *cooperation,* the child becomes aware of helpfulness, respect and impartiality.

By *communicating* with his peers, the child learns motivation, participation, information seeking.

Behavior *management* builds responsibility, order and initiative.

Through *organization,* the child learns to plan, select and evaluate.

The four basic lessons in developing group participation and leadership skills may be found in a separate manual, *THEY HELP EACH OTHER LEARN,* and accompanying charts.*

The listing below suggests the range of skills that should be defined behaviorally and systematically taught if the open, multicultural classroom is to become a model of education for human effectiveness:

Cognitive Skills
Information-seeking
Problem-solving
Planning
Self-management
Decision-making
Task persistence

Interpersonal Skills
Leadership
Peer teaching
Cooperation
Respect for others
Awareness of and respect for cultural differences

Communication Skills
Listening comprehension
Oral expression
Reading comprehension
Written expression

*Regional Project Office, ed., *They Help Each Other Learn,* A Group Participation and Leadership Manual (San Bernardino, California, 1971). Available at $1.75 a copy. Group instruction charts, a 12-piece set, in color, on 16 by 20 inch tagboard, available at $4.95 a set.

III

THE ROOM ENVIRONMENT

When shifting from a conventional teaching approach to the group process approach, one must be ready for change The entire classroom environment must be altered to accommodate conditions conducive to the natural method of language learning. An attitude of improvisation and flexibility must be assumed in order to arrange materials and furniture—the entire room environment—so as to facilitate small group procedures and the free flow of movement from group to group.

CLASSROOM FURNITURE AND EQUIPMENT

Flexible arrangement and utilization of furniture and equipment is necessary.

1. Tables and chairs are often arranged to accommodate small groups of four-six children. There is no need for a chair for each child, since activities vary enough to allow for students to work standing or sitting on the floor. Individual desks and chairs also may be grouped or clustered to create centers of interest or activity.

2. Activity dividers may be used to separate quiet and noisy sectors. Low screens, bookcases, study carrels, or room dividers (all of which may be homemade or purchased commercially) make suitable dividers between the different sectors. For even greater privacy for quiet activities, a small office, coat room or closet can be used, if it is available.

3. Storage areas for materials and books should be easily accessible to children. Low shelves, cupboards, bins, boxes, and cubbyholes, most of which are portable, should be placed in convenient locations at child level. These areas can be used to store necessary materials near or at each activity center, and to keep personal items of students.

4. Display areas like cupboard doors, chalkboards, over and under chalkboards and windows, backs of furniture, backs and sides of activity dividers, and halls can be used for the display of children's work, as well as for a wide variety of instructional displays reflecting the two cultures and languages.

5. Teacher's desk can be removed since the teacher's role in the classroom is one of action; the traditional desk is often no longer needed.

ORGANIZING LEARNING CENTERS

Learning Centers are areas established where furniture and materials are arranged to provide for specific types of activities for a group of four-six children. The centers can be developed around curriculum areas or organized in terms of projects and interests. The activities in the centers are arranged to ensure that the skills learned in one group activity will be practiced and generalized in others. These group activities encourage more peer teaching, social interaction and language practice than is normally found in the traditional classroom environment.

There are a variety of methods for organizing Learning Centers in classrooms. These methods will be briefly defined here.*

The Open Center Approach

The open approach is one in which the room environment, activities and materials are structured, not the thinking or behavior of the children. Special activities and materials are arranged in each center to attract the children. The materials and activities are carefully designed and displayed to accommodate the varied skill levels of the children. With the open approach, subjects such as writing, reading, and math are taught within the context of the Learning Center activities. Individualization of learning is paramount with this approach.

Children are free to choose the Learning Center in which they will work, and to determine the span of time in which they will work there. The children sign up for the more popular centers if the group at any one center becomes too large.

2. *The Structured Center Approach*

The structured approach is one in which the membership in a group and the movement of the groups are arranged by the teacher. Members of each group are selected by the teacher, who uses a heterogeneous grouping technique. The groups are rotated through each Learning Center on a specific time schedule.

*Should the reader wish to explore various Learning Center arrangements further, a "Bibliography" on Learning Centers may be found in the Appendix.

The materials and activities in each Learning Center are highly structured. They are designed to meet varied skill levels. The fast or the slow child may use the same materials, but the two may not always perform the same tasks, due to individual differences. The activities may contain a conventional academic subject matter approach, encouraging oral language development and peer interaction, or they may utilize a 'discovery approach' which makes use of concrete materials and encourages experimentation and problem solving. Most activities require labeling, categorizing and describing (in written form or orally) in both languages.

In the structured approach, the teacher's philosophy, background, skills and interests determine the nature and content of the activities of the Learning Centers. This approach was the one most frequently used in the Bilingual-Bicultural program carried out in Phoenix, Arizona.

3. *The Partial Center Approach*

The partial approach is one which permits teachers to use the small group approach in situations where full utilization of the approach is not possible. Teachers required to teach basic subjects in the traditional manner, for example, may use the Learning Centers for portions of the day or week, when the regular classwork is completed. The centers may be arranged to use either the open or the structured approach described above.

TYPES OF LEARNING CENTERS

Learning Centers may be developed around specific curriculum areas, or they may be organized in terms of specific projects or current interests. They may be temporary, organized for a special purpose, or they may be permanent. They may combine subject areas or they may treat them separately. How the Learning Centers are developed or organized is left to the discretion and ingenuity of the individual teacher.

Most classrooms accommodate five centers at a time. It has been found that more than five centers create a classroom environment difficult for most teachers to manage, in terms of pre-planning and handling of the classroom. Sample diagrams illustrating possible Learning Center arrangements may be found in the Appendix.

The following is a list of the different types of Learning Centers and their composition. Many other types could be organized to meet the unique needs of a classroom.

1. *MUSIC CENTER*

music book
piano
autoharp
bells
percussion instruments
pictures of instruments in orchestras and bands
felt pens
paper
phonograph
records or tape recordings
paints
brushes
folders

2. *LISTENING CENTER*

tape recorder
record player
headsets
story records
tapes
paper
pencils
books to correlate with records and tapes

3. *WRITING CENTER*

lined paper (small, medium and with picture space in the above margin)
notebooks and paper
construction paper
stationery
envelopes
postcards
pencils
ball point pens
felt tip pens
crayons
erasers
paste or glue
scissors
tape
stapler
paper clips
brass fasteners
magazine pictures
magazines
story starters
newspapers
language experience pictures
writing samples
word cards
sentence strips
alphabet cards
typewriter
tape recorder and tape
overhead projector and transparencies
chart tablets
printing set
ink pad and stamps
picture dictionary
dictionaries
children's word cards or dictionaries
tracing pads (mylar sheet with samples underneath, for writing practice)

4. *ART CENTER*

paper (tissue, construction, newsprint, manila, onion skin, bond, tablet, newspaper, wallpapers, contact, cardboard and graph)

Art Center (continued)

clay
playdough
beads
crayons
tempra paints
watercolors
yarn
thread
buttons
string
brushes
finger paints
scissors
glue
paste
and many objects for scrap art, easel, display area, paper cutter

5. *SCIENCE CENTER*

posters
pictures or signs labeling the center
magnifying glass
magnets
compass
leaves or plants
mechanical things which can be taken apart
display area for records of children's activities in the center
shell collections
other collections
things to taste or smell
books about science
paper and pencils
children's work displayed
microscopes
pendulums
rock collections

6. *MATH CENTER*

rock collections
buttons
beans and junk for counting and set activities
lined paper
plain newsprint
construction paper
newspapers
magazines
counting frames
number lines
measuring devices—scales (three types and sizes)
film and games on math
individual notebooks or folders (math skills checklist, worksheets, space for recording findings and observations)
assignment cards
cardboard shapes
geometric shapes (wood or plastic)
graph paper
rulers, tapes (cloth and metal), measuring cups and spoons

all sizes of containers, boxes, bottles, thermometer, calipers, protractors, clocks, sundial, egg timer, minute minder, stop watch,—sand or rice for measuring calendar

7. *SPANISH CENTER*

- picture file
- tapes
- tape recorder
- headsets
- record player
- charts of colors
- numbers
- vocabulary labels for room objects
- games (Bingo, Lotto, matching)
- records
- puppets
- collections of objects for identification
- children's work labeled or written in Spanish, charts and displays
- story books in Spanish
- instructions written in Spanish

8. *READING CENTER*

- pillows on floor
- table
- rug or floor covering
- chairs
- newspapers
- basal readers
- supplemental readers
- story books
- magazines

pictures from stories, children's stories and books in both Spanish and English, class books

IV

GROUPING PROCEDURES

In the group process approach, the teacher influences learning by manipulating the environment and circumstances that affect children's learning. This influence varies according to the type of Learning Center approach (see Chapter III, page 19) used.

With the *"Open Center Approach"*, children group themselves by their preference for particular activities. The teacher's influence in helping children develop positive, strong behaviors and skills is indirect, apparent only through her organization of materials in the Learning Centers and the incidental work with students as they work in the centers. The *"Structured Center Approach"*, on the other hand, requires that the teacher train the children in group participation and leadership skills, organize Learning Center materials and activities, and select members for groups. In this approach, the teacher has a more direct influence on the behaviors and skills being formed by the children.

In moving toward small group instruction, it is recommended that the Structured Center Approach be employed first. When the children have learned the group participation and leadership skills, they are ready to start moving into the Open Center Approach.* This chapter suggests only the grouping procedures employed when organizing the Structured Center Approach.

There are several factors to consider in selecting group members, since to be truly heterogeneous, the children in each group should be varied with respect to many characteristics. The teacher should be sure each group includes children who can model strong behaviors and skills.

FACTORS IN GROUPING

Factors to consider in selecting grouping fall into three categories:

*The Partial Center Approach is not mentioned here, since it is an adaptation of either the Open or Structured Center Approach.

1. *Determination of Growth Needs in Groups*

The first step in selecting groups is to decide the area of intellectual (academic) or psychological (personal) growth that will be the focus for each group. The teacher should ask, *"Why am I putting the children in groups?"* There often may be more than one reason or purpose for forming a group. Several groups may work toward the same goals or skills at the same time, or they may be developing varied skills. When the growth needs are determined, the selection process is made easier.

For example, the primary growth need when starting the group process approach may be to help the children improve in group functioning and behavior management skills. Children who are strong models in desirable behavior management skills, and who function favorably in group situations, would be placed in groups with children who need growth in these areas. The growth needs may be in the area of better study habits, specific academic skills, language or a combination of these. The need may be one the teacher finds to be unique with a particular group of children. In a bilingual program, language development always should be incorporated as a complementary growth area in all situations where it is practical.

2. *Distribution of Skills and Behaviors*

After determining the growth needs, the teacher can consider the distribution of skill and behavior factors that combine to create a balanced, small, heterogeneous group. The emphasis is now placed on finding the right combination of behaviors and skills that will best meet the growth needs of the groups. There are four basic skill and behavior factors to consider:

A. *Language background and ability*

An attempt should be made to distribute Spanish and English speaking children equally in each group. This supports the basic premise of the natural method of language learning that children can learn a second language from one another.

B. *Sex*

There should be an equal combination of girls and boys in each group, if possible. This helps maintain a good balance of behavior in each group.

C. *Group participation skills*

Task persistence, communication, behavior management, leadership, and cooperation are some of the group participa-

tion skills vital to successful group activity. The distribution of children possessing these strong participation skills with those needing to develop these skills expands the effectiveness of both through the process of peer interaction, modeling, and teaching. This factor is basic to the group process approach in bilingual education.

D. *Academic skills*

Academic strengths and weaknesses of children should be considered, especially reading skill. A balance between factors should be present in each group.

3. *Guides in Selection*

To help the teacher in the assessment of behaviors and skills, certain guides for selection may be utilized.

A. *Sociograms*

Sociograms provide the greatest aid to the teacher selecting groups, by locating isolates of a particularly strong or weak behavior. The isolate with a strong behavior or skill can be selected for a group which needs a model in that particular area. Likewise, the isolate with a particularly weak behavior or skill can be placed in a group with a balance of children who will model the complementary strong behavior.

B. *Skill tests*

Skill tests, indicating children's academic strengths and weaknesses are useful in balancing out the groups.

C. *Anecdotal records*

Anecdotal records are useful in identifying behavior patterns of individual children. Not only can they help with the initial selection of group members, but they can aid in maintaining on-going records of children's progress in groups.

D. *Children's preferences*

Children's preferences to work with specific peers should be an important factor in the selection process. If the children work together well, without interfering with one another's progress, why separate them?

E. *Classroom behavior observations*

Observation of current classroom behavior helps clarify individual children's behavior and skill patterns that may be

over-emphasized or de-emphasized in other forms of evaluation. It is a good balancer in the final selection process.

GROUP ACTIVITIES

After determining the growth needs and selecting the student composition of each group, appropriate group activities should be outlined for each group. Since this is an important step in itself, Chapter V is entirely devoted to the subject of Group Activities. Chapter IV will continue the explanation of Grouping Procedures, with the section following on Grouping Techniques. It should be noted, however, that the teacher will not use Grouping Techniques until the selection of appropriate Group Activities has been determined for each group.

GROUPING TECHNIQUES

Changing from a conventional classroom approach to the group process approach requires a commitment on the part of the teacher. The commitment should be a total one if there is to be a successful grouping experience for the children, as well as for the teacher. There are numerous techniques for changing from a conventional classroom to one composed of small, heterogeneous groups. Four techniques will be presented here—three employ a *gradual* progression of steps, while the fourth uses a *rapid* method.

The gradual techniques allow a day to a week to work the entire class into groups. The rapid technique moves the entire class into group activities at once. The teacher may discover advantages and disadvantages to each technique, but is free to select or modify the technique which best suits the immediate situation. In either case, the maturity of the children, the teacher's background in grouping, tolerance for noise, and unique preferences must be considered.

The four grouping techniques are categorized as Gradual A, Gradual B, Gradual C, and Rapid. Gradual Techniques A and B suggest procedural steps which can be completed in one day, or introduced partially each day for one week. Since actual practice in grouping is the key to success, the teacher is encouraged to continue until the entire class is functioning smoothly in small groups. The leadership and group participation training skills may be introduced incidentally, as needs arise, and/or formally, once the entire class is functioning in small groups.

Gradual Technique C suggests teaching the leadership and group participation training lessons as an integral part of the steps to grouping. The training lessons should be introduced and practiced daily until all the groups have completed

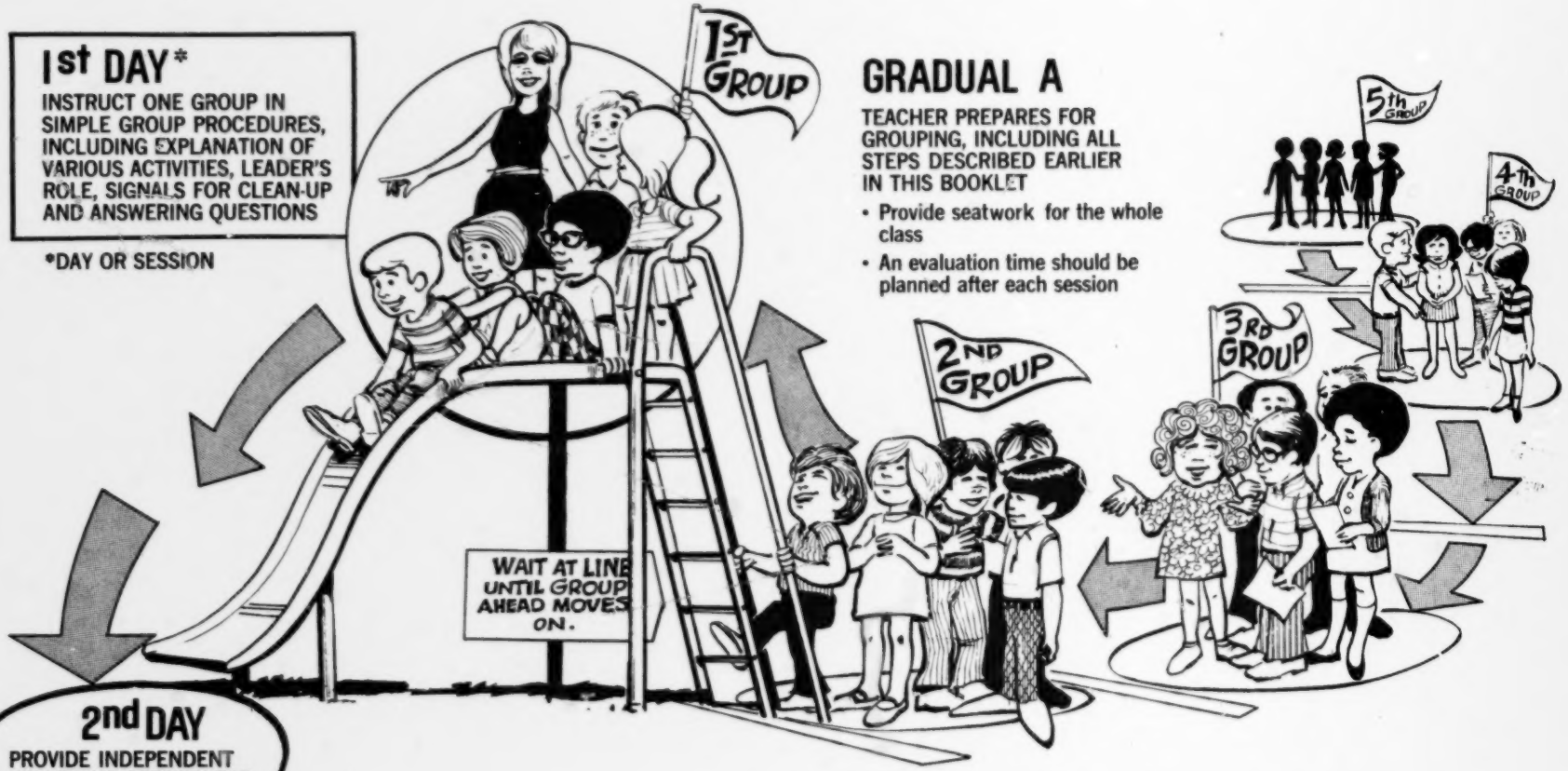
them. Since the training lessons are so concentrated, it is suggested that Gradual Technique C be used with mature, rather than early elementary children, or that more time be allowed to accomplish them.

The Rapid Technique suggests a procedure for moving the entire class into small groups simultaneously. Effective pre-planning and entire group preparation for the change will make this rapid transition successful.

1st DAY*

INSTRUCT ONE GROUP IN SIMPLE GROUP PROCEDURES, INCLUDING EXPLANATION OF VARIOUS ACTIVITIES, LEADER'S ROLE, SIGNALS FOR CLEAN-UP AND ANSWERING QUESTIONS

*DAY OR SESSION



GRADUAL A

TEACHER PREPARES FOR GROUPING, INCLUDING ALL STEPS DESCRIBED EARLIER IN THIS BOOKLET

- Provide seatwork for the whole class
- An evaluation time should be planned after each session

2nd DAY

PROVIDE INDEPENDENT FOLLOW-UP ACTIVITY FOR ONE GROUP

3rd DAY

GROUP CONTINUES INDEPENDENT ACTIVITY

4th DAY

GROUP STARTS ON NEW ACTIVITY

5th DAY

GROUP CONTINUES IN NEW ACTIVITY

6th DAY

BEGIN SMALL GROUP TRAINING LESSONS

GROUP TRAINING LESSONS MAY BE INTRODUCED USING SIMILAR CYCLE PATTERN

Gradual A, illustrated on the opposite page, represents a basic technique for introducing small group process into a previously conventional classroom setting. Instruction in simple group procedures, as shown in the chart, includes an explanation of various activities, the leader's role and signals for clean-up and asking questions.

Gradual B and C, as discussed on page 28, are similar. Gradual B follows the same daily schedule as Gradual A, except that the teacher provides easy, independent activity, instead of formal group procedure instruction. Gradual C integrates group participation training lessons for the whole class with independent small group activity.

The Rapid Technique should be used in a class mature enough to assimilate small group process and group participation training lessons together--when such lessons are presented, with few exceptions, for the entire group.

In the first "rapid" session, the teacher explains the leadership role to designated child leaders after the rest of the class is assigned seat work. (This small group learns that the leadership role is one of helping the teacher pass out supplies, read directions, answer questions and clean up.)

The entire class is brought together again for the second session and told of the general workings of groups. (See explanation of group procedure for Gradual A.) All groups are assigned easy, independent activities for the third session.

The teacher conducts an evaluation discussion with the entire class during the fourth session. The first group participation training lesson is the subject of the fifth session. The whole class remains together for this session.

The class is separated into small groups again for the sixth session in which each group continues work on easy, independent activity. Another evaluation discussion, involving the whole class, completes the seventh and last session.

Once the whole class has completed the first seven sessions, the teacher then begins group training lessons for small groups, using any of the gradual techniques already described.

ON-GOING CONSIDERATIONS

Once the class is operating comfortably in small groups, and group training lessons have been completed, it is time for the teacher to step back and take a careful look at the results. There is a need to assess the group composition, establish record systems, and provide for new activities.

Assessment of Group Composition

Assessing the group composition is an important consideration after the children have adjusted to grouping procedures. Usually a time span of two weeks to a month should be allowed for children to learn and to adjust to the group before assessment is considered and rotation takes place. This procedure should continue throughout the school year. The following questions should prove helpful: ***"Why are these children placed together?"***, ***"Are these groupings successful? Why or why not?"***, and *"Are the groups productive?"* Answers to these questions should help the teacher begin to note strengths and weaknesses in the operation and composition of each group. These strengths and weaknesses should indicate the need for making adjustments in groups or completely regrouping.

Establishment of Record Systems

Record systems help in maintaining well-balanced group compositions. Record systems should be established for each student, and the students can help in keeping them. The record systems may be:

(1) cumulative work samples in folders
(2) anecdotal records
(3) children's language progress charts
(4) evidences of free choice preferences
(5) any other system conceived by the teacher

Whole Class Activities

Even though the emphasis has been placed on small group activity, there are occasions to come together as a whole group. Large group activities help maintain the class identity, save time, and provide a welcome change of routine for both the children and the teacher. Some appropriate activities for the whole class are:

(1) Beginning the day together
(2) Sharing experiences
(3) Receiving general instructions
(4) Story time—(after recess or lunch)
(5) Evaluation—(end of day or period)
(6) Music and related activities
(7) Games and team sports

V

ACTIVITIES AND MATERIALS FOR SMALL GROUPS

In the beginning steps of transforming the room environment and training students for effective group participation, it is helpful to take a good look at where the students are and where they are going. This will set the tone for the selection of appropriate group activities.

If students are accustomed to a traditional classroom—one in which assignments are primarily given to the whole group to be completed individually by each class member, where students request needed help from the teacher, and where each individual student is responsible for completing the assignment without interrupting other class members—then group activities might best start at a simple level. If students are already accustomed to small group experiences, then the teacher should look carefully for the evidence or absence of any of the group participation and leadership skills in students' behaviors, and select the appropriate level of activities accordingly.

The students are going to be lead into an approach in which activities are provided for each specific small group in the classroom, where individual group members request needed help from one another as well as from the teacher, and where group members are responsible for cooperating with one another in the completion of the activities.

In the group process approach, the primary goal is to lead children toward autonomous small group activity. The goal is accomplished partially through the teaching of "Leadership and Group Participation Skills" and the orderly assignment of activities commensurate with the groups' needs and progress. The goal will be achieved through *practice*. In an attempt to lead children toward success in small group participation, the teacher has available three stages of activities. Each stage—simple, intermediate and complex group activities—helps move the children gradually and naturally toward effective small group activity and interaction.

SIMPLE GROUP ACTIVITIES

Simple group activities are used when beginning group activities in the classroom. In these activities the leader reads the detailed instructions (or selects someone to do so) and makes sure that the instructions are understood. The remainder of the group participates by following the directions and practicing the group participation skills that were introduced in the first training lessons.

Some of the newly-learned group participation skills which children may begin to practice in the context of the simple group activities are stated below:

- simple peer interactions
- self-expression in oral language
- helping one another
- sharing materials
- cleaning up after each activity
- following simple written instruction (without the teacher's help)
- asking or answering questions
- listening to peers
- sitting quietly (when necessary)
- passing out materials
- obtaining additional materials (when needed)
- putting finished work in designated place
- reinforcing one another

The group members work individually in completing the activity, and each has his own product to turn in when finished.

INTERMEDIATE GROUP ACTIVITIES

Intermediate group activities are used after the group members have learned all the "Leadership and Group Participation Skills" and are noticeably practicing them. The leader again reads the written instructions. These may be less detailed than the instructions for simple group activities. The remainder of the group participates in a discussion of the instructions. The instructions may describe an activity which the group members can complete individually, or in pairs. Upon completion of the activity, all members of the group may participate in a discussion to record and evaluate the activity.

Additional group participation skills which children are able to practice at this level include participating more fully in group discussion, and recalling and evaluating.

COMPLEX GROUP ACTIVITIES

Complex group activities are used after the members of each group know the leadership and group participation skills well, and can work cooperatively with other group members. In these activities the leader reads the instructions, which are of a general nature, and then joins group members in the discussion of the steps or procedures to take in completing the activity. There is one activity or product for the small group to complete together. All group members participate in decision-making, taking turns, planning and evaluating.

The group participation and leadership skills brought into practice at this level are listed below:

all the skills listed under simple and intermediate activities
simple planning
simple decision-making
evaluating

PLANNING ACTIVITIES

When planning an activity for a Learning Center, the teacher should make sure that the activity meets the skill levels of the children, and the instructions be explicitly stated in order to insure the students' effective pursuance of the activity. An aid in planning is to ask questions concerning each activity. Questions such as these might be helpful:

(1) Does the activity have explicit directions in writing or some other form which will insure the prompt beginning of a group?
(2) Do the instructions tell, or does the child know, what to do if finished before proceeding to the next group?
(3) Do the instructions tell, or does the child know, what to do with the finished product?
(4) Are all levels of ability provided for?
(5) If there is more than one task to perform, does the child know that it is his responsibility to do as many as he can?

SELECTION OF ACTIVITIES

After determining the skill levels of groups, the selection of appropriate activities takes place. Activities for each representative type of Learning Center are

presented on the following pages. The activities listed and described are appropriate to lower elementary grade children.

1. *ART CENTER*

A. Types of Activities

Painting, weaving, embroidering, printing, sculpting, dying; making pottery, papier maché, collages, dioramas, macrame, mobiles, designs, mosaics, etchings

B. Sample Activities

Simple Group Activity

Instructions:

1. We went to the zoo yesterday.
2. Today you will make an animal you liked.
3. Each person may have one ball of clay.
4. When you finish, put your clay back in the jar or on a piece of paper to save.
5. Wash your part of the table, your hands, and the floor (if it is dirty).
6. You may write something about the day, if you wish.

Materials:

Balls of clay, objects such as bottle caps, dowels, feathers, buttons; clean-up equipment, pencils, small paper for labels, and lined paper

Intermediate Group Activity

Instructions:

1. Yesterday we saw many animals at the zoo.
2. Today your group is going to make its favorite animal. The leader will help your group to decide which animal to make.
3. Three of you should tear lots of newspaper into strips.
4. Three of you should shape the animal using clothes hangers and string.
5. Wrap newspaper around the wires.
6. Dip the strips of newspaper into the mixture in the bowl. Wrap the strips around the animal.
7. Keep dipping and wrapping until your animal is very fat.
8. In a few days, you will paint your animals.

Art Center (continued)

Materials:

Ingredients for papier or starch maché, some pictures of animals for motivation, newspaper, water, clothes hangers, string

Complex Group Activity

Instructions:

1. Let's make a mural of our zoo trip!
2. Talk about the things that should be in the mural.
3. Decide where each thing will go.
4. Choose the place where each will work.
5. Someone may want to make labels for the different parts, while someone else may keep the paint jars full and the brushes clean.
6. When the time is up, look at the mural and decide what you will do tomorrow to finish it.

Materials:

A large piece of butcher paper, poster paint, jars, brushes, scissors, sentence strips for labeling, marking pens, paste and scrap materials

2. *MUSIC CENTER*

A. Types of Activities

Learning dynamics and notes; singing, dancing, playing musical instruments (piano, rhythm instruments, autoharp, tone bell blocks, drums, bells); learning about musical instruments; learning about orchestras and bands; forming a small musical group; composing own music; making own scrapbooks of instruments and music concepts

B. Sample Activities

Simple Group Activity

Instructions:

1. The leader will help everyone put on the headsets.
2. The leader will turn on the recorder.
3. Listen to the music carefully.
4. After the music ends, the leader will pass out the crayons and paper to everyone.

Music Center (continued)

5. When music starts again, begin coloring whatever comes to your mind while listening to the music.
6. Have the leader play the music over again until everyone finishes their picture.

Materials:

Colored construction paper, crayons, headsets, tape recorder with taped music

Intermediate Group Activity

Instructions:

1. Today your group will make a scrapbook of musical instruments.
2. Look through the pictures in the box and cut out the instruments.
3. Find the page it belongs on: stringed, percussion, woodwind or brass.
4. Paste your picture on the page.
5. Find as many instruments as you can.

Materials:

Large assortment of pictures of musical instruments (include some pictures which do not have an instrument), scissors, paste, scrapbook with title pages

Complex Group Activity

Instructions:

1. Add water to the bottles to make a set of tone bells.
2. When the bottles sound like the xylophone sounds, play some tunes.

Materials:

Matched bottles (one for each tone on the xylophone), pitcher of water, mallets, xylophone

3. *LISTENING CENTER*

A. Types of Activities

Listening to stories, songs, directions; dictating words for

Listening Center (continued)

phonics and reading; identifying sounds and voices, learning of another language; taping their own voices

B. Sample Activities

Simple Group Activity

Instructions:

1. Put on your headset.
2. The leader will turn the pages of the book, *Do You Know What....?* The leader will appoint someone to turn on the tape recorder.
3. Listen to the story.
4. After the story, the leader will give you a paper and a pencil.
5. Write a story all about you. Draw a picture of yourself.

Materials:

Tape recorder (or record player), tape or record (Do You Know What....?), pencils, paper and Bowmar book, *Do You Know What....?*

Intermediate Group Activity

Instructions:

1. Listen to the story "Do You Know What....?", and watch the book as the leader turns the pages.
2. After the story, take turns drawing a picture of a girl like the one in the story.
3. Each person draws a different part of the girl.
4. Now, give her a name and write the name at the bottom of the picture.

Materials:

Tape recorder (or record player), tape or record (Do You Know What....?), pencils, paper and Bowmar book, *Do You Know What....?*

Complex Group Activity

Instructions:

1. Choose one of the two activities at this center.
   a. Listening to a tape.
   b. Matching sound cans.

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*Jaynes, Ruth. *Do You Know What....?*, Early Childhood Series. (Glendale, CA: Bowmar, 1967.)

Listening Center (continued)

(1) Shake a red can, and find a blue can that sounds the same.

(2) Do this with each red can, until you have all the cans matched—the red with the blue.

(3) Now, look inside each pair of cans to see if they match.

2. You may have time for more than one. Stay with one activity as long as you wish.

Materials:

Three headsets, a tape of a book, drawing materials for follow-up activity suggested at the end of the tape, sound cans (a set of four blue cans and four red cans, matched with identical number of objects inside of them). The blue cans are to be matched with the red cans by listening to the sound the objects make when shaken—band-aid cans are good for this.

4. *MATH CENTER*

A. Types of Activities

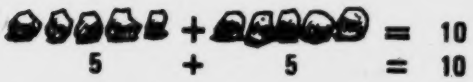
Counting, working with sets and sub-sets (union, intersection, inclusion), adding, subtracting, graphing, estimating, measuring (linear, liquid, weight, time)

B. Sample Activities

Simple Group Activity

Instructions:

1. The leader will give each child a sack of rocks, a felt pen and a card.
2. Each child will sort the rocks to equal 10. An example would be:



Math Center (continued)

3. Write your equation on your card.
4. When you finish, place your card in the sentence holder.
5. See if you can make a different equation that will equal 10.
6. Write the equation on another card.

Materials:

Five (or six) sacks of ten rocks (one sack per child), felt pens, cards for equations (approximately 3" x 5"), sentence holder for equation cards

Simple Group Activity (Spanish)

1. Vamos a contar todas las cosas que están en cada caja.
2. Vamos a escribir el nombre de las cosas en cada caja y la cantidad de las cosas en cada caja.

Ejemplo:	lápices	6
	piedras	3

Materials:

Several small boxes with a variety of objects in them—for example, six pencils, three rocks, four crayons, two rulers, one pair of scissors, etc.

Intermediate Group Activities

Instructions:

1. Our rock collection needs to be put in order.
2. Put all the rocks on the correct labels.

3. Now answer these questions about the rocks. The leader writes your answers on a piece of paper.
   a. Which set of rocks is the largest?
   b. Which is the smallest?
   c. Which is the lightest?
   d. Which set has the largest rock in it?
   e. Which set has the lightest rock in it?

Math Center (continued)

Materials:

Labels taped to table (red, white, brown, black, green), large collection of rocks, scales, paper and pen, or chart paper and pen

Complex Group Activity

Instructions:

1. Each person in the group will weigh himself.
2. Put the weights beside the names on the chart.
3. Now, using the weights from the chart, make up some problems and statements about them.
   a. Who is the heaviest boy in our group?
   b. Who is the lightest boy in our group?
   c. How much heavier is the heaviest boy than the lightest boy?

Materials:

Scales, chart with class names, paper and pencils

5. *SPANISH CENTER*

A. Types of Activities

Identifying objects; listening to music, stories, lessons; counting, dancing, writing poems and riddles; singing, play acting, using puppets, discussing, writing*

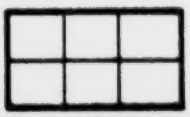
B. Sample Activities

Simple Group Activity

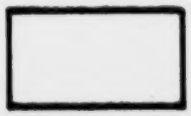
Instructions: Buenos días

1. Today, you will make books of colors in Spanish.
2. You will need these things:

scissors



ditto with squares drawn

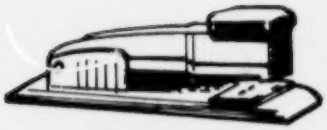


construction paper

*All these activities could also be conducted in other centers and conducted in Spanish.

Spanish Center (continued)

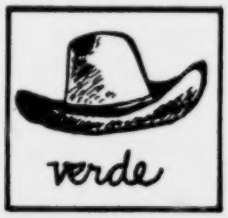
pencil



stapler

3. Cut the ditto paper on the lines. You will get six small pieces of paper.
4. Draw a picture of something on each small square. Color the picture.
5. What color did you color it?
6. Write the color under the picture in Spanish. Say the word.

Example:



7. When you finish drawing and coloring, staple the pages together to make a book.
8. Make a cover for your book with the construction paper.

Materials:

Scissors, ditto with lines dividing paper into six parts, construction paper, pencils, crayons, chart with colors labeled in Spanish.

Intermediate Group Activity

Instructions:

1. Today we will make a book of colors in Spanish.
2. Tell the leader which color you wish to do. There will be a picture for each color.
3. Draw a picture and color it the color you choose.
4. When all of the pictures are finished, put them together and staple them.
5. The leader may choose someone to make a cover for this book, while the rest of the group makes more pages for the book.

Spanish Center (continued)

6. Be sure that each page of the book is different and that there is at least one picture for each color.

Materials:

Construction paper book pages, crayons, felt pens, stapler, colored paper, color chart with words

Complex Group Activity

Instructions:

1. Make a color bulletin board for the center.

Materials:

Small colored objects that can be placed on the bulletin board, pictures, and labels for colors in both English and Spanish, pins, tape, construction paper, pens, crayons, and watercolors

Complex Group Activity (Spanish)

Instructions: El Vaquero

1. Necesitamos un papel y un lápiz.
2. Vamos a hacer un dibujo.
3. Vamos a hacer un dibujo con unos de estos objetos:

el sombrero	la silla
el pantalón	las espuelas
la camisa	los guantes
el caballo	
el vaquero	

4. Vamos a poner el nombre de cada cosa en el dibujo que vamos a hacer.
5. Un ejemplo es:

Spanish Center (continued)

Materials:

Paper, pencils, marking pens, pins, labels, crayons

6. *SCIENCE CENTER*

A. Types of Activities

Collecting and labeling rocks, shells, leaves, animals, insects, plants; observing, comparing, categorizing; looking up information in books, films, magazines; taking field trips, doing experiments, recording findings, graphing and charting, drawing pictures, making models, gathering data, making scrapbooks

B. Sample Activities

Simple Group Activity

Instructions:

1. Write your name on a cup.
2. Put soil in your cup until it is half (½) full.
3. Place two beans on the soil.
4. Fill the cup with soil.
5. Water the beans and put your cup by the window.
6. Write in your record book, telling what you did.
7. Each day you will add to the record as you watch the beans grow.*

Materials:

Styrofoam cup for each child, pens, beans, soil, spoons, pitcher of water, record books (notebook in which child records his activities, observations and thoughts), pencils, erasers

Intermediate Group Activity

Instructions:

1. Make a plant bulletin board.
2. Choose pictures of foods which grow *above* and *below* the ground.

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*Provide time for this at the beginning of the next seven-ten periods, or have the children do this in their spare time.

Science Center (continued)

3. Put your pictures in the right place on the bulletin board.
4. Make labels for the pictures.

Materials:

Bulletin board, green or brown on the lower half and blue on the upper half, paper for labels, pens, pictures and pages from magazines with food pictures, scissors, paste, and pins

Complex Group Activity

Instructions:

1. Today you will find places for some of the things in the Science Center.
2. You may put names on some things.
3. You may read about the things in the center.
4. You may plant some seeds.

Materials:

A variety of seeds, containers, soil, water, instructions for planting seeds (see Simple Group Activity), seedlings and small plants with instructions for their care, charts of plant parts, books on plants and seeds, pictures of plants, seeds and foods, pencils, paper, record books

Post these questions near the materials:

Which of these are seeds?
Which foods do you eat that are seeds?
Make name tags for these.
Plant a seed.
Write about me.

7. *WRITING CENTER*

A. Types of Activities

Writing letters, poems, riddles, stories (picture stories, experience recording, describing pictures), diaries, descriptions of behavior; choosing labels and captions for pictures and stories; completing sentence stories; making up questions. (Any of the above can be dictated on a tape recorder or to an

Writing Center (continued)

adult. These writing samples will then be displayed in the room. Children should be encouraged to use both Spanish and English in writing or dictating their stories.)

B. Sample Activities

Simple Group Activity

Instructions:

1. How many sentences can you make using some of these English and Spanish words?
2. Remember a sentence begins with a capital letter and ends with a period.
3. Here are two sentences: Mi padre es grande.
   The store is far.

Example of word cards:

rojo	store
grande	father
chica	mother
papel	house
lápiz	school
azul	big
blanco	little
verde	near
libro	far
niño	
niña	

Materials:

Paper, pencils, erasers, word cards (Spanish and English), Spanish Pictionaries, English Pictionaries

Intermediate Group Activity

Instructions:

1. Today your group will write a story about this picture.*
2. You will each tell your part of the story.
3. The leader will write your part if you want him to *or* you may write your own.

*It may be in Spanish or English. (If the story is to be in Spanish, instructions should be written in Spanish.)

Writing Center (continued)

4. Tell the leader if you want to do your own writing.
5. When you are ready to tell your part, raise your hand.

Materials:

A good, large action picture (Peabody Language Kit pictures are excellent. Post the picture at the writing centers with lined chart paper under it.), pencils and marking pens

Complex Group Activity

Instructions:

1. Your group will make a story using the English and Spanish words on the cards.
2. First, the leader will appoint someone to read all of the English words and someone to read all of the Spanish words.
3. Tell the leader your ideas for the story, and they will be put on the tape recorder.
4. When all of the ideas are on the tape, listen to it.
   a. Does the story sound interesting?
   b. Did everyone get to put his part in the story?
   c. Does it need anything more? What?
5. On the end of the tape, put the suggestions for adding to the story, and you will work on them tomorrow.

Materials:

Word cards in Spanish and English, tape recorder and tape and a microphone

MATERIALS

Materials needed for activities in the Learning Centers need only be appropriate for each type of center and may be as diverse as the teacher's resourcefulness and ingenuity can make them. The materials should be readily available to children and sufficient in number for the smooth operation of all group activities. This creates less dependence on the teacher.

1. *Manipulatory Objects and Aids*

   Manipulatory objects and aids, such as magnets, magnifying glasses, scales, various measuring devices, math aids, collections and writing

materials should be available in great variety. This type of material enhances the categorization, classification and discovery experiences which are emphasized in the activities.

2. *Reference Books and Materials*

Reference books and materials should be in evidence and easily accessible to children in their respective Learning Centers. Accessibility encourages their use for reference purposes and in free choral reading. Textbooks no longer in use for large group instruction may be useful as reference materials.

3. *Materials Reflect Languages*

The activities and materials planned for Learning Centers should elicit oral and written language. In order that the classroom environment reflect the two cultures and languages represented in the bilingual classroom, these suggestions may be followed:

(1) Instructions may be given orally and written in both languages.
(2) Children's stories written in both languages may be displayed. (These stories may be written by the children themselves or they may be written down or typed by an adult.)
(3) Materials and activities in the centers may be designed to elicit oral and written expression in both languages.
(4) Materials and books written in both languages may be made available.
(5) Calendars, clocks and charts in both languages may be displayed.
(6) Furniture, objects and materials may be labeled in both languages.

4. *Charts**

Two types of charts are present at the Learning Centers. One type shows the names of committee members who will be working at the respective centers at a specified time. Another type of chart gives written instructions for group activity. The instructions should be visible to all the children and provide guidelines to enable them to work independently without a teacher or aide present.

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*See page 15.

VI

THE TEACHER'S ROLE

The most important contributor to the success of the group process approach is the teacher, for the teacher must be willing to accept a new role. This new role requires that the teacher become a *facilitator of learning* (rather than an imparter of information), a planner, record-keeper, an evaluator and a good motivator.

FACILITATOR OF LEARNING

As a *facilitator of learning*, the teacher organizes and manages the learning environment by designing a room environment and developing activities which promote peer teaching and modeling, group skills, acquisition of two languages, self-management and independent learning. Flexibility and optimism are required in order to permit children to learn from each other. The teacher should be knowledgeable of the cultural backgrounds of the children, and be ready to develop materials and activities based on these cultures.

Because evaluation of the effectiveness of the learning environment is necessary, the teacher must be responsive to how children react to the new setting. This will necessarily involve keeping records of children's individual progress and planning individualized and group activities based on these records. For example, recording of children's oral language throughout the year will enable the teacher to assess the child's progress in this area and better plan future activities.

The teacher also must be able to use behavior management techniques effectively, in order to provide a positive learning environment and ensure successful learning experiences for each child, no matter what his ability level. The identification of appropriate academic and social behaviors is important, and the teacher must be willing to systematically teach and reinforce these behaviors.

The teacher becomes more of a "listener" and less of a "talker". The teacher must learn to tolerate a higher noise level in a group process classroom.

PLANNING

All teachers understand the important function of planning. Planning is also an important function in the group process approach. In this approach, planning for group activities is most efficiently done by writing plans on a large, wall or desk-top chart. The purposes of this chart are:

—to have a written record of plans (to direct present and future activities and serve as a review of completed activities)

—to have a reminder of responsibilities (particularly when teacher aides and/or volunteers are used in the classroom)

—to have a convenient place for noting children's progress and future activities

—to have a space large and accessible enough to make changes when necessary

The chart is used to indicate such items as:

(1) Kinds of activities for specific groups.
(2) Names of children in groups and their responsibilities.
(3) Lists of materials needed in specific groups.
(4) Comments to be added during evaluation.
(5) Follow-up plans.

The wall planning chart is not only functional for the teacher and the children, but it allows visitors to the classroom to see at a glance what is going on.

EVALUATION

Evaluation on a regular basis is essential. This may occur at several levels:

1. The class members and the teacher should have an evaluation period daily. This time may be used for total class discussion, for sharing products and for planning the next activity session. The teacher may give direction to the discussion by asking questions such as these:

   (1) What did you like best?
   (2) Did you have any problems?

(3) How could we make it easier to do that?
(4) Would you like more time on that tomorrow?

2. Each individual student and the teacher may periodically evaluate the student's progress on a one-to-one basis. Children are trained in self-evaluation methods during these meetings as the teacher reviews the student's work samples, individual goals and progress. Any of the record-keeping materials described earlier may be used during this evaluation process. This evaluation time is invaluable in diagnosing individual needs so that activities can be prescribed to meet those needs.

3. The teacher evaluates the learning environment which he or she has designed for its effectiveness in meeting the established objectives. The checklist in the Appendix may be useful for this type of evaluation.

ESTABLISHING THE PSYCHOLOGICAL ATMOSPHERE

Perhaps the most important task a teacher has is to establish a psychological atmosphere that is conducive to the social as well as academic growth of the children in the classroom. The group process approach to bilingual education is a challenging one because of the increased potentialities it seems to offer children for optimal human development. This is certainly no less true for bilingual education than for education in general. In fact, the child who reaches school to find an alien culture and language may be in even greater need of the positive development and psychological environment provided by this approach than is the child from the mainstream culture.

To teach the child in his dominant language is by itself perhaps only a minimal contribution to his full development as an effective human being. The broader interpersonal and cognitive skills which the group process approach emphasizes, including skills such as self-management, curiosity, task-persistence, decision-making, planning, helping and respecting others, may be of equal or greater significance to his ultimate happiness and human effectiveness.

Absolutely essential to this model is the day-to-day demonstration in the school of the importance and value placed upon the Spanish language, upon the culture of Spanish speaking peoples, upon black culture as well as other cultures represented among the students. There should be no difference in the extent to which the school environment encourages and reinforces Spanish as compared to English. Even extremely subtle distinctions may have strong influences upon

children's perceptions of the desirability and status of their language and their culture. This point cannot be emphasized too strongly. Children can be helped to achieve knowledge of and pride in their culture, and to experience feelings of cultural or ethnic identity through the use of culturally and ethnically relevant materials and activities. They also can be helped to become aware of, and to appreciate, the cultural and ethnic differences represented in their classroom. The encouragement of peer teaching, of helping and respecting others, can contribute to the achievement of these goals. Some of the very specific techniques by which this equality of status of languages, cultures, and ethnicity can be maintained have been outlined in a checklist, a copy of which is included in the Appendix.

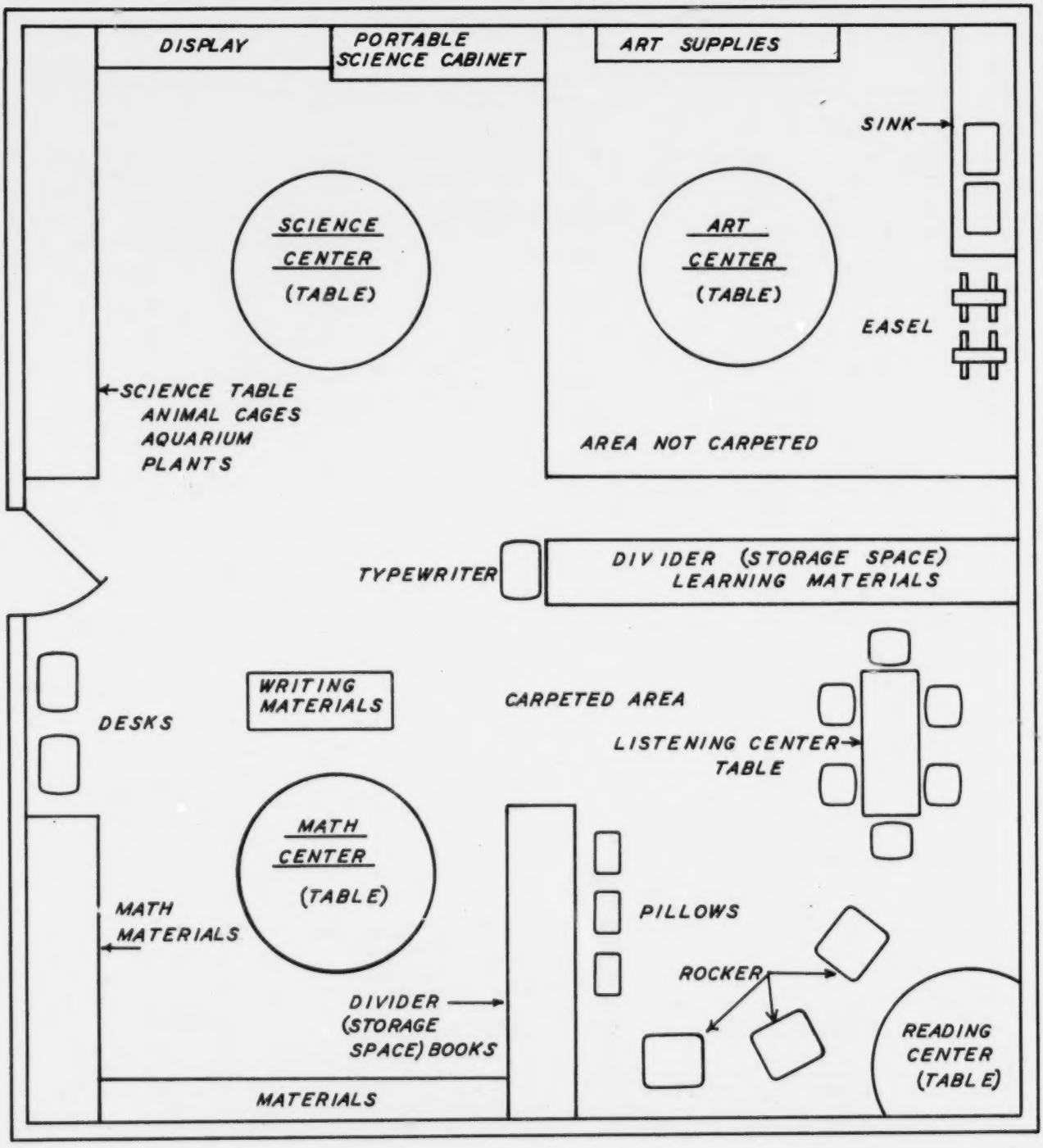
The small group pattern also can provide a developmental milieu which promotes, through its emphasis on child leaders and independent group activities, the child's sense of autonomy. Erickson (1950) has described a central developmental task of early childhood as the development of this sense of autonomy. The school can support and encourage autonomy by providing small independent group environments which permit children to manage much of their own learning, to initiate choices and to assume responsibility for the consequences of these choices. Dual language skills and the development of autonomy and mastery behavior can contribute significantly toward this goal. The knowledge and control of one, two or more languages is not enough to permit a child to effectively control his own environment and thus his own life.

The group process approach also provides an atmosphere which maximizes opportunities for speaking and for hearing language spoken in the context of meaningful activities. Psychologically, communication processes and interpersonal relationships are strengthened in the physical and social intimacy of small group situations. The similarity between the small group interactions and family interactions may be significant in simulating the conditions under which a child acquires his native language.

A final factor important to the psychological atmosphere of the classroom is that of positive versus aversive management techniques. A child who is exposed to verbal, physical or psychological punishment in the classroom will not be able to learn effectively because of the adverse emotional responses which are triggered by such treatment. Frequent punishment, whether it is physical or the more frequently-used criticism and ridicule, is in fact, detrimental to learning, as it interferes with, and often blocks completely, behaviors such as concentration, attention and interest. A rewarding classroom atmosphere, which uses positive methods of behavior control, and which assures all children of many experiences of success each day, must be an overriding goal of bicultural programs.

APPENDIX

APPENDIX A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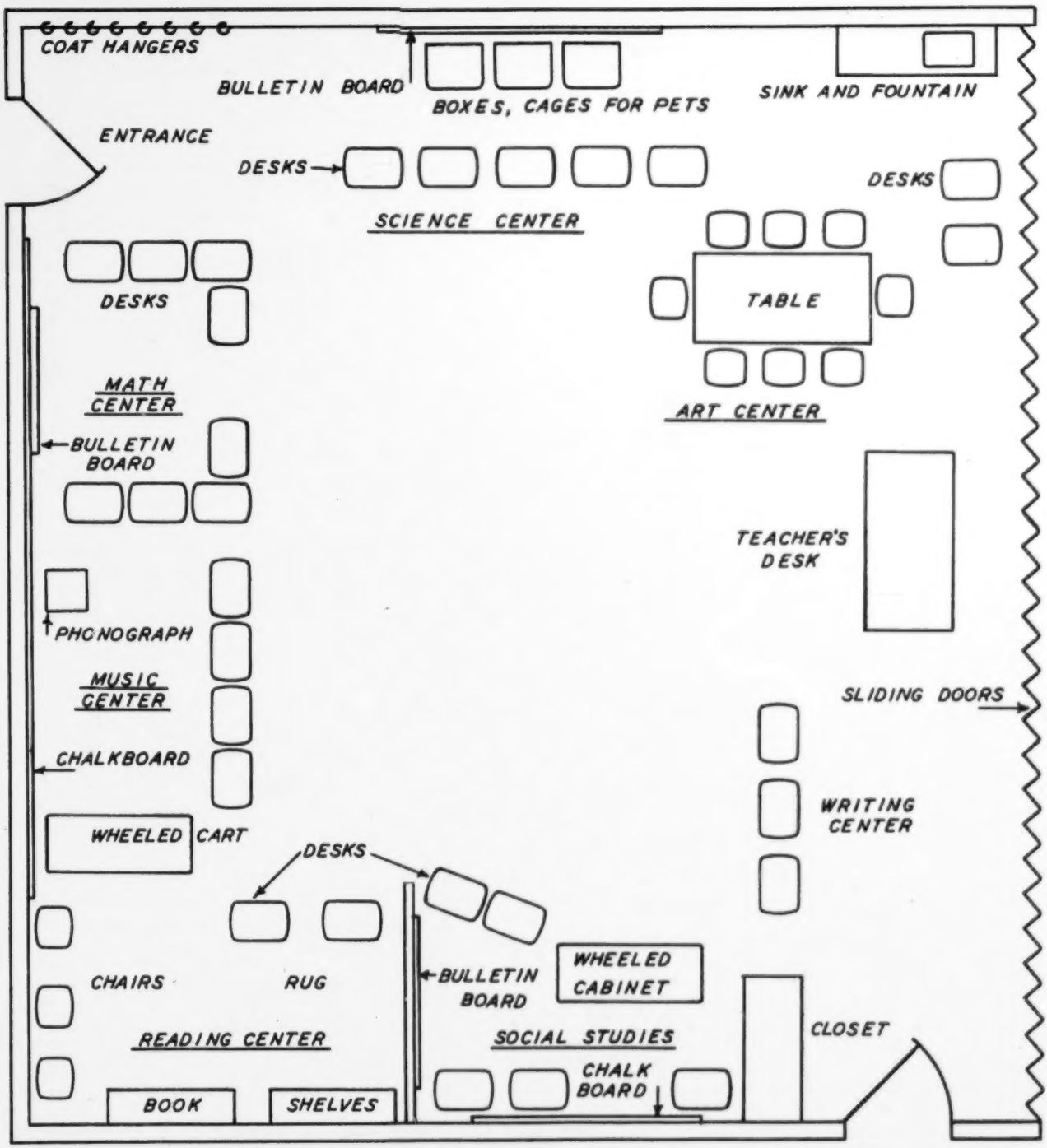
ART SUPPLIES
SINK
SCIENCE CENTER (TABLE)
ART CENTER (TABLE)
EASEL
SCIENCE TABLE
ANIMAL CAGES
AQUARIUM
PLANTS
AREA NOT CARPETED
TYPEWRITER
DIVIDER (STORAGE SPACE) LEARNING MATERIALS
DESKS
WRITING MATERIALS
CARPETED AREA
LISTENING CENTER TABLE
MATH CENTER (TABLE)
MATH MATERIALS
PILLOWS
ROCKER
DIVIDER (STORAGE SPACE) BOOKS
READING CENTER (TABLE)
MATERIALS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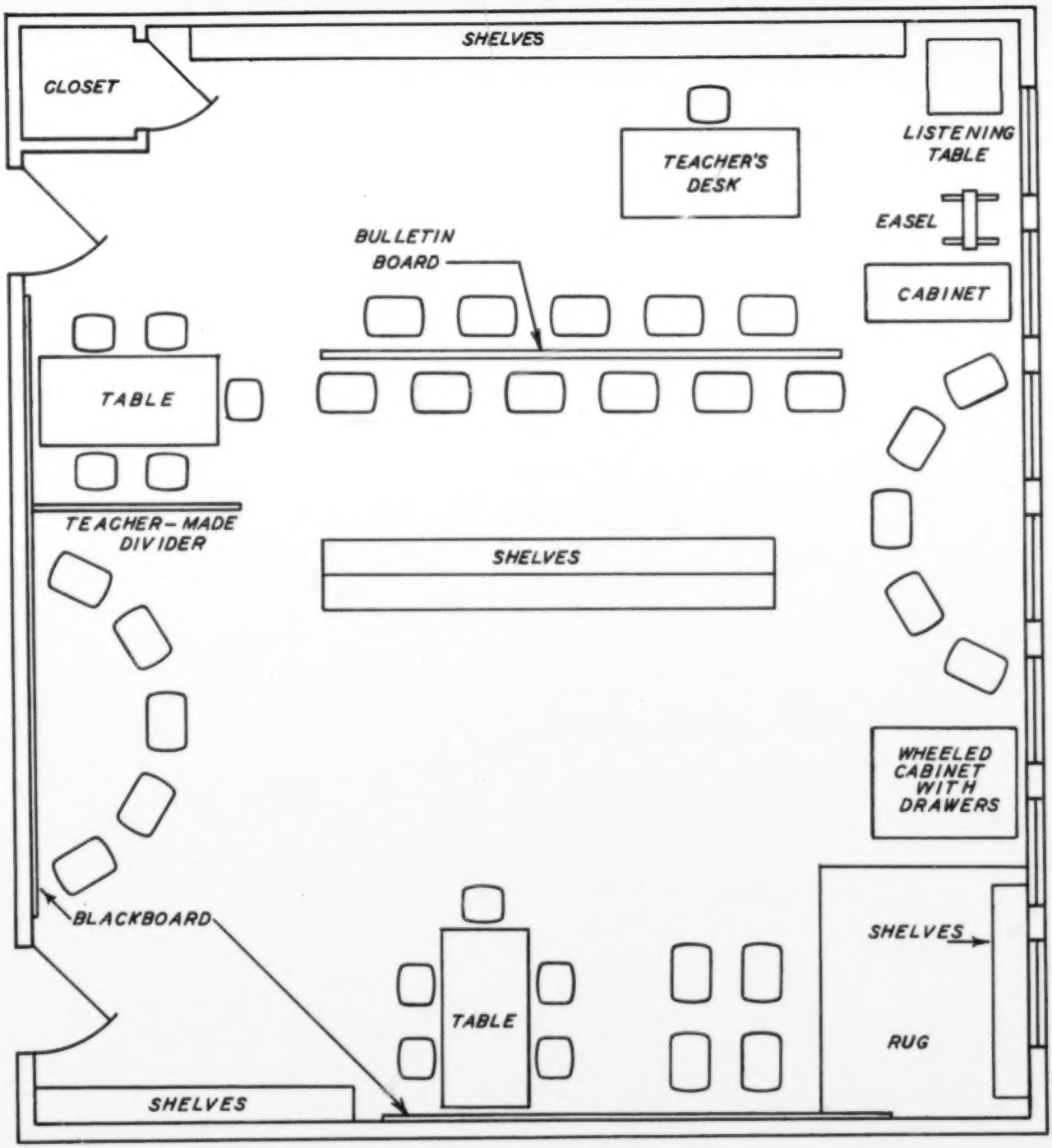
BULLETIN BOARD
BOXES, CAGES FOR PETS
SINK AND FOUNTAIN
ENTRANCE
DESKS
SCIENCE CENTER
DESKS
DESKS
TABLE
MATH CENTER
BULLETIN BOARD
ART CENTER
TEACHER'S DESK
PHONOGRAPH
MUSIC CENTER
SLIDING DOORS
CHALKBOARD
WRITING CENTER
WHEELED CART
DESKS
CHAIRS
RUG
BULLETIN BOARD
WHEELED CABINET
CLOSET
READING CENTER
SOCIAL STUDIES
CHALK BOARD
BOOK
SHELVES


SHELVES
CLOSET
TEACHER'S DESK
LISTENING TABLE
EASEL
BULLETIN BOARD
CABINET
TABLE
TEACHER-MADE DIVIDER
SHELVES
WHEELED CABINET WITH DRAWERS
BLACKBOARD
SHELVES
TABLE
RUG
SHELVES

APPENDIX B

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APPENDIX C

Checklist

Yes	No	Comments		
			1.	Are objects and furniture in the room labeled in both languages?
			2.	Do children work in small groups most of the day? (This gives children more opportunities to interact verbally and practice language skills.)
			3.	Are the small groups heterogeneous with regard to children's dominant language, verbal facility and ethnic background? (This facilitates peer teaching.)
			4.	Are there child leaders for the small groups? (This teaches self-management and leadership skills and also facilitates language practice.)
			5.	Have children received training in group participation and leadership skills?
			6.	Are there many books and other instructional materials written in both languages and are they culturally and ethnically relevant?
			7.	Are instructions to the children written in both languages?
			8.	Are calendars for both languages displayed in the classroom?
			9.	Are games and songs taught which are related to the cultures and ethnic backgrounds of the children in the classroom?
			10.	Does the teacher converse with the children in both languages?

Yes	No	Comments		
			11.	Are both languages used by the teacher (or a bilingual teacher aide if teacher does not speak both) during the regular routines and activities of the day?
			12.	Does the teacher reinforce (give verbal approval to) children's oral expression of both languages in the classroom?
			13.	Are books and stories frequently read aloud to the children in both languages?
			14.	Are children encouraged to teach their dominant language to the other children in the classroom?
			15.	Are culturally and ethnically relevant activities planned?
			16.	Do children write their own stories in both languages and are both displayed in the classroom?
			17.	Is communication with the home in both languages?
			18.	Are report cards written in both languages?
			19.	Are visitors to the classroom greeted in both languages?
			20.	Are children encouraged to label objects in the environment and to describe their own actions in both languages?
			21.	Are materials and activities presented which encourage a dual language usage from the children.
			22.	Are movies or video tapes shown in both languages and are they used for language development purposes?
			23.	Do the children use both languages with the frequency?

Yes	No	Comments		
			24.	Do the children seem interested in acquiring a second language?
			25.	During free choice periods, do children choose language activities in each language equally?
			26.	Is oral and written language (in both languages) encouraged and reinforced during all classroom activities?
			27.	Are successful adults from the cultural, ethnic and/or language backgrounds of the children brought into the classroom as visitors and models for the children?
			28.	Are the children's most strongly felt interests and concerns used as springboards and motivation for lessons.